
5B

Action

Legislative Committee

Analyses of Bills

Executive Summary: Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bill's provisions, estimate its costs and recommend amendments, if applicable.

Recommended Action: Staff will recommend a position in each bill analysis submitted for the Commission's consideration.

Presenter: Mary Armstrong, Director, Office of Governmental Relations

Strategic Plan Goal: 2

Support policy development related to educator preparation, conduct and professional growth.

- ♦ Inform key legislators and policy makers on issues and ideas relevant to the Commission's scope of action.

Bill Analysis

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| Bill Number: | Senate Bill 1674 |
| Author: | Senator Tom Torlakson |
| Sponsor: | Author |
| Subject of Bill: | California School Paraprofessional Teacher Training Program (PTTP): Before and After School Programs |
| Date Introduced: | February 22, 2007 |
| Status in Leg. Process: | Senate Education Committee |
| Recommended Position: | Seek Amendments |
| Date of Analysis: | March 14, 2007 |
| Analyst: | Anne L. Padilla |

Analysis of Bill Provisions

Among the bill's provisions, SB 1674 would establish the California After School Teacher Pipeline Program to recruit qualified after school instructors from the 21st Century High School After School Safety and Enrichment for Teens program, the After School Education and Safety program, and the 21st Century Community Learning Centers program, to participate on a pilot basis in the California Paraprofessional Teacher Training Program (PTTP). The Commission would select up to four school districts or county offices of education currently participating in the PTTP to apply for pilot program funds. In addition to satisfying all of the requirements of the PTTP program, pilot applicants would be required to demonstrate:

1. A screening process to determine if a pilot participant's after school instruction experience ensures participant readiness for the pilot.
2. Professional support for pilot participants.
3. How pilot participants will be tracked within the program.

The pilot program would be funded annually by \$150,000 from the Proposition 49--California After School Education and Safety Program (up to \$3,500 per participant). The Commission would also be required to report to the Legislature by January 1, 2014

on the status of the program, including the ability of the applicants to successfully integrate the pilot into their existing program and the number of participants in the pilot that receive teaching credentials.

SB 1674 would also delete existing PTTP requirements for the minimum and maximum number of participants in a cohort, currently defined as a maximum of 30 and minimum of 10. In addition, the bill would require the current PTTP reports to include the number of qualified participants who apply for the program and are not accepted due to program capacity restraints.

Summary of Current Law

California School Paraprofessional Teacher Training Program (PTTP)

Sections 44390-44393 of the California Education Code establish the PTTP to help meet teacher supply needs by bringing talented, experienced classroom teacher's aides into the teaching profession through a program of financial and instructional support. The Commission serves as the budgetary and administrative agent for this program disbursing grant funds to applying school districts and county offices of education. This highly successful program helps support skilled, experienced teachers' aides as they complete a college degree and earn a teaching credential. The PTTP has resulted in over 1,471 new teachers in our state who teach and live in communities with the greatest need. Ninety-five percent of these teachers are still serving in California's public schools.

In 2007, the Commission sponsored SB 193 (Scott), (Chap. 554, Stats. 2007), a measure to clarify elements of the law governing the PTTP and to increase in statute the per participant funding amount to reflect increases in college tuition and books. Specifically, SB 193 made the following changes:

- Requires verification of candidate minimum education requirements to mirror the No Child Left Behind Act employment criteria for paraprofessionals.
- Requires participants to obtain a Certificate of Clearance from the Commission that ascertains fingerprint clearance and a full background check prior to participation in the program.
- Provides in statute an appeals procedure for individuals who are unable to meet the repayment through service requirement due to illness or other extenuating circumstances.
- Increases the per participant funding from \$3,000 per year to \$3,500 to meet increases in tuition and the cost of books, as well as to conform with the current Budget Act.
- Requires the Commission to contract for an external evaluation of the program every five years beginning in 2014.

21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program

Education Code sections 8420-8428 and 8484.8(h) establish the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program. The program is administered by the California Department of Education (CDE). ASSETs provides incentives for schools and communities to work together and establish before and after school enrichment programs that provide academic support, educational enrichment, safe, constructive alternatives for high school students and assistance in passing the California High School Exit Exam. Programs may operate before school, after school, weekends, summer, intersession and vacation.

ASSETs is part of the 21st Century Community Learning Centers program authorized in 1996 under federal law. The No Child Left Behind Act of 2001 transferred the administration of this program to the states and expanded local accountability for student academic achievement.¹

California's 21st Century Community Learning Centers (21st CCLC) Program

The No Child Left Behind Act of 2001 was signed into law in January 2002, authorizing the California Department of Education (CDE) to administer California's 21st Century Community Learning Centers (21st CCLC) program. Education Code sections 8484.7 - 8484.9 further define California's 21st CCLC program. This state-administered, federally funded program provides five-year grant funding to establish or expand before-and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas.

The purpose of the 21st CCLC program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on: 1) improved academic achievement; 2) enrichment services that reinforce and complement the academic program; and 3) family literacy and related educational development services.

Entities eligible to apply for funding include: local educational agencies (LEAs), cities, counties, community-based agencies, other public or private entities (which may include faith-based organizations), or a consortium of two or more such agencies, organizations, or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies (e.g., cities, counties, parks and recreation departments), community organizations, and the private sector.²

The After School Education and Safety (ASES) Program (Proposition 49)

The After School Education and Safety (ASES) Program is the result of the 2002 voter approved initiative, Proposition 49. This proposition amended California Education Code

¹ <http://www.cde.ca.gov/ls/ba/cp/assets05evalguide.asp>

² <http://www.cde.ca.gov/ls/ba/>

8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: 1) maintain existing before and after school program funding; and 2) provide eligibility to all elementary and middle schools that submit quality applications throughout California.

The ASES program must be aligned but not repeat the content of regular school day and other extended learning opportunities. After school programs must consist of the two elements below and ASES program leaders work closely with school site principals and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

1. An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the core academic subjects.
2. The **educational enrichment element** must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Enrichment activities may be designed to enhance the core curriculum.³

Fiscal Impact

SB 1674 would require the CDE to transfer \$150,000 of After School Education and Safety Program grant funds to the Commission for the California After School Teacher Pipeline Program pilot. However, the author's staff has indicated the need to reconfirm that these funds will be available given the current state budget deficit. If the program funding is available from the After School Education and Safety Program account, the fiscal impact on the Commission is minor/absorbable. If the Commission does not get funding from the After School Education and Safety Program, we would not be able to administer the program.

Relevant Commission Legislative Policies

Policy 4: The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.

³ <http://www.cde.ca.gov/ls/ba/>

Organizational Positions

None noted at this time.

Reason for Suggested Position

Field Survey:

Staff conducted a survey of PTTP directors, asking the following questions relating to the proposed legislation:

1. Do you currently have PTTP participants in your program who are also employed as after school program staff in your local education agency?
2. Do you believe that the proposed change in the law would enhance your pool of candidates? Why or why not?
3. Are there any problems (either conceptual or practical) that you see with the proposal's redefining of paraprofessionals to include employees of after school programs, as specified in the bill?

Responses from the survey varied widely, depending on the director's familiarity and relationship with before and after school programs and personnel. The SB 1674 pilot would seem, therefore, a prudent way to explore the possibility of expanding the participant pool to include these participants.

Prior Legislation:

Last year the Commission sponsored SB 193 (Scott) which made a number of changes to the PTTP program. During the legislative process, the Department of Finance took a firm position that the PTTP cohort ratio be no lower than 10 and no higher than 30. Staff recommends that this cohort ratio be restored in the proposed legislation.

Other Suggested Amendments:

Additionally, there was sensitivity to the terms used to indicate projecting future numbers of program enrollees. Staff recommends that when referencing prospective program participants that the term "anticipated new enrollees" might be a better reference to this group.

The bill also defines "after school instructor" as an employee who meets the minimum standards of the paraprofessional job classification for purposes of the California School Paraprofessional Training Program. Staff recommends that the term be changed to "after school aide," to avoid confusion that the program would consider credentialed teachers as program participants.

Lastly, staff is recommending a sunset date of January 1, 2015. This sunset date would allow the Governor and Legislature to make decisions about the pilot after the report has been received and within the context of the normal legislative calendar.

Staff is recommending a “Seek Amendments” position on SB 1674, proposing changes to the bill as described above.